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AUTHOR Leckie, Shirley Ann
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ABSTRACT

Faced with declining attendance, poor reputation, and possible demise of their program, students in the Adult Liberal Studies (ALS) program at the University of Toledo formed an association, evaluated the program, and instigated constructive changes that have revitalized the program, increased its enrollment, and enhanced its reputation among its students as well as among faculty members and in national circles. After forming the Adult Liberal Studies Student Association (ALSSA) in the fall of 1976, students determined ALS student characteristics, needs, and reasons for enrolling or discontinuing participation in the program through a survey of 175 active and 205 inactive enrollees (121 responses). The survey showed that students' main reason for enrolling in the program was personal development, that few students received full financial assistance from employers, that most students were employed full time, and that students were dissatisfied with program inconsistencies, faculty disinterest, poor scheduling, undefined objectives, and general unconcern of the University for their needs. Armed with this data, representatives of the ALSSA met with the academic vice president and the University president, and presented their conclusions and suggestions. The University administration responded by defining objectives for the program and setting up seminars to meet these educational objectives by instituting faculty overload competition for the program to increase faculty participation in and enthusiasm for teaching adult students, and in general giving more consideration to adult students' needs. As a result, by 1978, student enrollment in the program had increased, as had student satisfaction; the program's reputation grew among the University community and the program received the Quality in Liberal Learning (Quill) award from the Association of American Colleges. (KC)

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THE CATALYST FOR CHANGE:

STUDENTS EVALUATE AN ADULT DEGREE PROGRAM

By

Shirley Leckie
Assistant Dean of Continuing Education
The University of Toledo

CE 027 938

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

In the Fall of 1976 it was obvious that a promising adult degree program at The University of Toledo was in difficulty. The attrition rate for students in the Adult Liberal Studies program stood at fifty-five percent, but even among those still enrolled, there were frequent expressions of dissatisfaction. Moreover, while the program had been in existence for five years, it had failed to achieve institutional legitimacy. Many faculty members questioned its academic quality, and this made it difficult for the program to attract outstanding teachers.

Two years later, in the Fall of 1978, this had changed substantially. Not only had student attrition declined, but drop-outs from the program were beginning to re-enter. At the same time the program had begun to attract some of the most outstanding teachers on campus. Increasingly instructors were becoming aware that adult students are generally satisfying to teach, in part because they are motivated, and in part because they bring a wide range of experiences to the classroom.

The catalyst for change was the formation of an Adult Liberal Studies Student Association (ALSSA). In September of 1976 this group adopted a constitution that specified two objectives: the first objective was described as more effective communication with university administration regarding the unmet needs of older, part-time students; the second objective was identified as the formation of a social organization so that some part of student fees could be used for activities of interest to older students. As one individual explained the situation: "We're not really interested in attending a rock concert given by the Grateful Dead. Some of us would like to hear the Glen Miller Band or even the Kingston Trio."

A small nucleus of thirteen students formed themselves into a sub-committee to devise a questionnaire which would be sent to all active and inactive ALS students (175 and 205 respectively). They met on Saturday mornings with the program coordinator over a period of four weeks and at the end of that time they distributed this questionnaire. This evaluation instrument was not sophisticated. It was, however, extremely effective in terms of bringing about institutional changes that favorably affected this program.

Before describing the survey and the resulting changes, it is necessary to examine the structure of the program. From its inception the ALS program has incorporated several non-traditional and controversial aspects. It is designed to meet the needs of adults over 25 who desire a potentially accelerated, interdisciplinary bachelor's degree. To achieve this it offers credit by examination, a series of topical seminars held at times convenient for working adults and essentially one academic year of electives chosen to meet occupational or professional goals.

The new student first enters an Introductory Seminar which is designed to be both an introduction to liberal studies and an orientation to college coursework for students who have been out of school for a number of years. This course emphasizes the development of critical reading skills, library utilization and the careful writing of research papers. Students are encouraged to take the College Level Examination Program tests when they enroll in this seminar and depending upon their scores, they can earn as many as 75 quarter hours towards the bachelor's degree. The large majority of students do not test out of all their general education requirements, and they complete their basic foundation coursework in those areas before moving on to the topical seminars in liberal studies.

The topical seminars consist of nine courses in the three areas of social sciences, humanities and natural sciences. They are held one evening a week for three hours or on Saturday mornings from 9 a.m. to 12 noon. Since the contact hours in the classroom are reduced by half, students are informed that they can expect proportionately more outside reading and research. They are told that these courses will be taught as interdisciplinary seminars, not as three hour lecture courses.

This is the ideal but in 1976, however, it was not always the practice. As it turned out, many of these seminars were then being taught as modified versions of existing lecture courses. The responsibility for teaching the courses was passed around from department to department in the college of Arts and Sciences, and instructors were requested to volunteer for this teaching assignment. Very few were actually interested and in most cases individuals had to be specifically assigned. Many instructors felt that they had been "drafted" and this lack of enthusiasm was conveyed to the students in the program.

The final portion of the program consists of a minimum of 35 hours of electives and an 18 hour area of concentration which includes a 6 hour senior thesis. This thesis is expected to be an in-depth, sustained research effort, and students are encouraged to plan this entire part of their program with extreme care. In this way those who decide to pursue graduate study can prepare themselves in advance. It is worth noting that over one-third of the 60 graduates of the program have gone on to graduate work. Students are also interested in specific business or technical courses in order to effect career changes. For example, one student recently used her electives to prepare for the Certified Data Processing (CDP) examination which she later

successfully passed.

The questionnaire that the ALSSA subcommittee designed sought information on such matters as sex, age, employment and previous college coursework. It also attempted to learn more about how and why students were initially attracted to the ALS program as well as information on student objectives. The concluding portion of this survey attempted to discover from inactive students more about their reasons for withdrawal. Finally, students were invited to write in their own comments, and since these represent subjective data, the comments that appeared most frequently are summarized.

Among the active students sixty percent were female, as were two-thirds of those who responded to the questionnaire. When the program was first established in 1971 the majority of students had been male, but from 1974 on to the present this has changed. This was probably a reflection of national trends rather than a significant fact in terms of the program. Approximately half of both men and women in the program were between the ages of 25 to 39, while a slightly smaller percentage were in the age group between 40 and 54. Relatively few were over age 55, but among these students there were five persons in Program 60 who attended the University without paying tuition. The questionnaire did not reflect this, but one individual was 71 at the time and had begun her college coursework in 1928. The following tables indicate the sex and age distribution as a result of the questionnaire.

Total Number of Responses: 121

Sex	
Male	40
Female	80
Missing	1

Age	Absolute Freq.	Relative Freq.	Adjusted Freq.
25-39	61	50.4	50.8
40-54	49	40.5	40.8
55 plus	10	8.3	8.3
0	1	.8	Missing

The majority of both male and female respondents were employed full time and what was interesting about the categories of employment was the relatively few number of persons "Not Employed Outside the Home." These would have been for the most part homemakers and this missing group of women indicated a group that this program had largely failed to attract.

Employment	Absolute Freq.	Relative Freq.	Adjusted Freq.
Full-time	87	71.0	74.4
Part-time	9	7.4	7.7
Retired	3	2.5	2.6
Not Employed Outside the Home	18	14.9	15.4
No Answer	4	3.3	Missing

The numbers and percentages in the categories of employment broke down in the following way:

Position	Absolute Freq.	Relative Freq.	Adjusted Freq.
Clerical	21	17.4	21.9
Admin.	20	16.5	20.8
Managerial	19	15.7	19.8
Technical	16	13.2	16.7
Sales	4	3.3	4.2
Others	16	13.2	16.7
Missing	25	20.7	Missing

Of those students responding to the question of financial aid, more than a third received no assistance whatsoever. At the other end of the spectrum 13.5 percent received complete tuition reimbursement irrespective of the relationship of courses to their jobs or their grades. However, comparatively few of the students were given complete company assistance, and thus for the majority of students their continuation in the program demanded some financial sacrifice on their part.

Financial Support	Absolute Freq.	Relative Freq.	Adjusted Freq.
None	36	39.8	37.5
Grades	7	5.8	7.3
Job. Rel.	4	3.3	4.2

Financial Support	Absolute Freq.	Relative Freq.	Adjusted Freq.
Complete	13	10.7	13.5
Partial	10	8.3	10.4
Complete-Gr.	8	6.6	8.3
Partial-Gr.	9	7.4	9.4
Complete-Job	1	.8	1.0
Complete-Gr.-Job	2	1.7	2.1
Partial-Gr.-Job	2	1.7	2.1
Grades-Job	4	3.3	4.2
No Answer	25	20.7	Missing

Slightly over a third of the respondents had not had prior college coursework but 78 had attended college before entering the Liberal Studies program. Of these, 18 had grade point averages of less than 2.0 on a 4 point scale, but 33 checked prior grade point average of 3.0 to 4.0

Thus, this program had functioned both as a socond chance academically for some individuals with unsatisfactory former experiences with colleges and also as an incentive to return to college for former students with relatively successful prior academic experiences.

Among the reasons for leaving previous college programs, personal problems such as family obligations and financial difficulties were given more frequently than those of an academic nature such as disappointment with grades, courses or teaching.

Previous College Attendance	Absolute Freq.	Relative Freq.	Adjusted Freq.
1-3 Qtr.	33	27.3	42.3
4-6 Qtr.	28	23.1	35.9
7-9 Qtr.	7	5.8	9.0
10 + Qtr.	10	8.3	12.8
No prior Coursework	43	35.5	Missing

Previous College G.P.A.	Absolute Freq.	Relative Freq.	Adjusted Freq.
Below 1.0	4	3.3	4.9
1.0-1.9	14	11.6	17.3
2.0-2.4	13	10.7	16.0
2.5-2.9	16	13.2	19.8
3.0-3.4	19	15.7	23.5
3.5-4.0	14	11.6	17.3
	1	.8	1.2
Missing	40	33.1	Missing

Previous College Reason for Leaving	Absolute Freq.	Relative Freq.	Adjusted Freq.
Personal	10	8.3	14.1
Family	12	9.9	16.9
Financial	11	9.1	15.5
Academic	8	6.6	11.3
Teaching or content	7	5.8	9.9

Previous College Reason for Leaving	Absolute Freq.	Relative Freq.	Adjusted Freq.
Program	4	3.3	5.6
Other	19	15.7	26.8
Missing	50	41.3	Missing

The Questionnaire then sought to learn from students what aspect of the ALS program attracted them most and how they had first learned of its existence. Just about half checked "Ability to earn college credit via the CLEP tests" as the main attraction. The other reasons--"Program's courses offered at appropriate hours", "Program content" or "Attending classes with people your own age"-- drew relatively few responses.

Approximately half of the respondents first learned of the program's existence from a newspaper advertisement or an adviser at The University of Toledo. Relatively few checked the media such as radio or television.

ALS Enrollment
Reason
1. Ability to earn college credit via the CLEP.
2. Attending classes with people of your own age.
3. Program content (i.e. topical seminars geared to adult students).
4. Program's courses offered at appropriate hours.
0. Missing

Reasons	Absolute Freq.	Relative Freq.	Adjusted Freq.
1.	60	49.6	69.8
2.	18	14.9	20.9
3.	7	5.8	8.1
4.	1	.8	1.2
0.	35	28.9	Missing

ALS Contact

Method	Absolute Freq.	Relative Freq.	Adjusted Freq.
Newspaper	30	24.8	27.8
Radio-TV	3	2.5	2.8
Place Employed	8	6.6	7.4
U.T.	30	24.8	27.8
Student	26	21.5	24.1
OTHER	11	9.1	10.2
Missing	13	10.7	Missing

The questionnaire then asked students to select one of the following as the major reason for enrolling the this program: "Professional Or Career Advancement," "Personal Growth" or Company Policy Mandated Obtaining Degree." "Personal Growth was chosen by 74 of the 121 respondents as the foremost reason. This represented 61.2 percent of the students surveyed and was the single most surprising discovery for those of us involved in the administration of this program. When we coupled this with the fact that many students were receiving no financial assistance whatsoever, then it became imperative that the academic quality of this program be improved.

ALS Enrollment

Reason	Absolute Freq.	Relative Freq.
Professional or Career Advancement	34	28.1
Personal Growth	74	61.2
Company Policy Mandated Obtaining Degree	5	4.1
Missing	8	6.6

At this point the questionnaire sought to learn more about the number of seminars and hours completed by students. This information on seminars was helpful in terms of projecting future needs, but it will not be presented here. However, the breakdown of classes was as follows:

Rank	Absolute Freq.	Relative Freq.	Adjusted Freq.
Freshman	36	29.8	33.6
Sophmore	26	21.5	24.3
Junior	25	20.7	23.4
Senior	12	9.9	11.2
Graduates of ALS	8	6.6	7.5
Missing	14	11.6	Missing

Among the 121 students responding, 64 termed themselves active and 52 inactive. It is from the inactives that we hoped to discover more about why this program failed to hold a number of the students initially attracted.

To help determine these reasons, three broad areas were included. The first touched on such factors as relocation out of the Toledo area, personal problems, family obligations and financial difficulties. The second area encompassed academic aspects such as little or no CLEP credit earned, low grade point averages, disappointment with seminars or difficulty with seminar papers. The final group of reasons attempted to throw light on program weaknesses, and here the survey included such things as the program's possible lack of sufficient electives, difficulty (real or perceived) with the senior thesis or dissatisfaction with the topical seminars or program advising.

Students were also given the opportunity to indicate that they had found another college program more suitable to their goals or needs. The latter, especially if it resulted in an internal transfer, is viewed as a very positive step for the individual and ultimately favorable for the program. In many cases it has meant that this program has attracted adults to this University and that the Introductory Seminar and the program advising have helped these students to learn more, not only about their own needs, but also about alternatives available at this institution.

Transferred from U.T. to another univ.	Absolute Freq.	Relative Freq.
	4	3.3
Did Not Trans.	117	96.7

Transferred within U.T.	Absolute Freq.	Relative Freq.	Adjusted Freq.
A&S	4	3.3	28.6
Bus.	2	1.7	14.3
Educ.	3	2.5	21.4
UCATC	2	1.7	14.3
UNC	3	2.5	21.4
Not Applicable	107	88.4	Missing

While only 52 students out of the 121 surveyed termed themselves inactive, there were a total of 72 responses checked among the reasons given for withdrawal. This occured because many students checked combinations. Thus the withdrawal reasons are given here in their entirety. The personal categories such as relocation, family obligations, personal problems or financial difficulties, account for about a third of the reasons checked. Such academic factors as disappointment with CLEP credit earned or academic achievement accounts for about another 14 percent. Transferring to a different college program accounts for yet another 16 to 17 percent. The remaining reasons given express dissatisfaction with the topical seminars, inability to complete seminar papers or assignments, lack of sufficient electives or real or perceived difficulty with the senior thesis. Finally, program advising was checked as a withdrawal reason 9 times.

Withdrawal Reasons	Absolute Freq.	Relative Freq.	Adjusted Freq.
Relocation	1	1.4	1.4
Personal	7	9.7	9.7
Family Oblig.	11	15.3	15.3
Financial	6	8.3	8.3
Little/no Clep credit	5	6.9	6.9
Academic Achievement	5	6.9	6.9
Topical Seminars	6	8.3	8.3
Non-completion of Sem.	6	8.3	8.3
Lack of electives	1	1.4	1.4
Senior Thesis	1	1.4	1.4
Program Advising	9	12.5	12.5
Another Coll. Program	12	16.7	16.7
Other	2	2.8	2.8

Additional responses were written by 77 of the respondents. They are presented here in their order of frequency. Many students expressed a desire for more coherence and consistency in terms of the quality of educational

experiences offered in the topical seminars. They also perceived a need for some definition of reasonable expectations and standards. Several students noted an "ad hoc" character to the program. One student offered the opinion that the seminars were offered more for the "convenience of the faculty" than to meet the needs of the student. Several others expressed a concern that this program lacked academic respectability in many parts of the University.

Program advising drew criticism. The lack of adequate evening advising hours especially received comment. Others called for consistency in terms of administering the program (i.e., when students are allowed to begin a senior thesis). At least one student felt that the adviser had not given him adequate assistance in terms of drawing up his total program while another felt that graduate school hopes had not been encouraged.

There were also positive comments made. A number of students identified the Introductory Seminar as having filled a vital need in orienting them to college and providing them with some basic skills and more important, adding to their self confidence in the classroom. Both the program adviser and the other University College advisers received a number of favorable comments on their teaching and their concern for students in an advising capacity.

It was noted that many of the topical seminars have been well taught and that when they worked they worked exceedingly well. Over and over again students, even those somewhat disgruntled, underscored the necessity for continuing this kind of program for adult students. As several indicated, without such a program, they would not have returned to school.

The results of this questionnaire were summarized and issued as a report to both the ALSSA and The University of Toledo Vice-President for Academic Affairs. A small group of ALS students expressed a desire to meet informally with the President of this University, and this took place at the campus Faculty Club. Again, this group of students reiterated their desire for increased institutional support.

The program coordinator outlined a series of recommendations, and these were, for the most part, accepted by the college administration. First, she suggested that during the subsequent academic year, (1977-78) the seminars be taught on an over-load basis, or in other words, that the program hire its own professors. Secondly, she asked that a Faculty Advisory Committee be established to draw up a series of objectives for each set of seminars, and that this committee be charged with the responsibility of soliciting proposals for seminars from interested faculty. Finally, the recommendations continued, this committee would select the faculty on the basis of their respective proposals and their identifiable interest in teaching adult students. At the same time, it was also established that the Faculty Advisory Committee would include a student representative from the ALSSA.

The Faculty Advisory Committee met over a period of several months and the following objectives were adopted:

Humanities Seminars

1. To share with students an understanding of the craft of writing and communication.
2. To explore the systems of thought that undergird the world's foremost religious, philosophical, and ideological traditions.
3. To examine those forms of society and culture by which people have defined and given meaning to their existence and experiences.
4. To study those expressions of human ingenuity and creativity that live in the traditional and performing arts.

Social Science Seminars

1. To provide a framework for understanding the social system, with particular reference to the tools, concepts, and analytical methods of social scientists.
2. To draw the student into the research world of the social scientist. The professional literature of the social scientist should be explored in addressing the particular topics chosen.
3. To prepare the students to critically examine the popular literature addressed to topics in the social sciences. Critical reviews of popular magazine and newspaper articles, current books, and/or television programs would be featured.

Natural Science Seminars

1. To consider the scientific method of problem solving.
2. To examine the history of science and the men who made it.
3. To recognize the various areas of scientific study, such as Biology, Chemistry, etc., and to appreciate both the distinctions and the overlaps among them.
4. To consider a contemporary problem in society, and the approach taken by science toward its solution to examine the social implication of modern science.

The seminar proposals that were selected for the academic year 1977-78 included the following:

Humanities

"The Ancient Greeks." This included Greek literature, drama, history, philosophy and concluded with the Roman contributions to Hellenistic culture.

"Ideas and Imagination In Christian Europe, 400-1650 A.D." This course included works ranging from St. Augustine to Martin Luther.

"The Comedy, Tragedy and the Epic." The professor presented works representative of these forms from the Ancient Greeks to the modern period.

Social Science

"The Age of Uncertainty." This course was based upon the currently televised series of John Kenneth Galbraith. Professors from a variety of disciplines added commentary.

"Social Inequality." This course focused on the problems of social stratification, ideology and inequality and economics and inequality in American society.

"Careers and Contemporary Ethical Decision Making." The instructor exposed students to a variety of ethical thinkers and then asked them to use the Bolles/Crystal method of career/life planning.

Natural Sciences

"Scientific Concepts." This course covered the history and development of Western science, modern scientific models and technology and human values.

"The Science of Human Heredity: Its Social and Moral Imperatives." and,
"Effects of Our Changing Environment on Man's Genetic Legacy and Survival." These two sequential courses were team taught by two professors. They emphasized basic genetics, the legal and religious problems that continue to arise from scientific discoveries and the consequent social and political issues that were raised in the past and are currently being raised today.

The ALSSA assumed the responsibility for establishing and maintaining a newsletter in which students would be informed regarding the content and teachers of the topical seminars. In addition, information was included regarding program graduates, social occasions and matters of general interest to students in the program. The periodic announcement of program graduates motivated a number of students to re-enter the program with comments such as "If so and so has done it, well so can I."

The overload compensation has been modest but it has been sufficient to place the program on a firm foundation. In all fairness to the instructors involved, it appears that given the departmental structure of this University, over-load compensation is imperative. Otherwise, participating faculty will not be rewarded; in fact, they will be penalized. This is the case because this program is interdisciplinary and instructors must look towards departmental teaching and research for their promotions. Over-load compensation counteracts this to some extent. Once faculty have participated on a voluntary basis many of them discover the many intrinsic benefits of teaching adults. For example, adult students do complete the required readings, many of them write very well, and quite a few are enterprising, enthusiastic, and above all, interesting persons in their own right. This makes for a lively classroom.

Word has spread among faculty members that the teaching experience is very satisfying, interest in participating is high, and the proposed seminar topics are generally speaking excellent, especially in the humanities. Most of all, there is a rising sense of pride among students in the program and it is once again expanding generally by word of mouth.

There is no concern presently that the program will die. It is alive and well and has recently received a Quality in Liberal Learning (QUILL) grant from the Association of American Colleges. The change in circumstances is directly attributable to student involvement in both identifying unmet needs and suggesting some salutary changes. What we have learned from this experience is that the organized efforts of students can be invaluable in terms of assisting those of us in administrative positions at this University to work to improve an existing adult degree program.

LIBERAL STUDIES QUESTIONAIRE

Please place a check in the appropriate space.

1. SEX
   a. Male _____ b. Female _____

2. AGE:
   a. 25-39 _____ b. 40-54 _____ c. 55-over _____

3. EMPLOYMENT:
   a. Full-time _____ b. Part-time c. Not Employed Outside the Home _____

4. TYPE OF POSITION OUTSIDE THE HOME:
   a. Clerical _____ b. Administrative _____
   c. Managerial _____ d. Technical _____
   e. Sales _____ e. Other _____

5. COMPANY RELATED EDUCATIONAL FINANCIAL SUPPORT:
   a. None _____ b. Passing Grades Only _____
   c. Job Related Courses only _____
   d. Complete Tuition Refund _____
   e. Partial Tuition Refund _____

6. PREVIOUS COLLEGE ATTENDANCE: (1 + 1/2 Quarters = 1 Semester)
   a. None _____ b. 1-3 Quarters _____
   c. 4-6 Quarters _____ d. 7-9 Quarters _____
   e. 10 or More Quarters _____

7. GRADE POINT AVERAGE DURING PREVIOUS COLLEGE ENROLLMENT (on a 4 pt. scale):
   a. Below 1. _____ b. 1.0 - 2.0 _____
   c. 2.1 - 2.5 _____ d. 2.6 - 3.0 _____
   e. 3.1 - 3.5 _____ f. 3.6 or above _____

8. REASON FOR LEAVING PREVIOUS COLLEGE PROGRAM:
   a. Personal _____ c. Family Obligations _____
   c. Financial _____ d. Low Grade Point Average _____
   e. Dissatisfaction with classes in terms of teaching or context _____
   f. Unavailability of Desired Program _____

9. WHICH OF THE FOLLOWING ATTRACTED YOU TO THE ADULT LIBERAL STUDIES PROGRAM AT T.U.:
   a. Ability to earn college credit via the CLEP exams _____
   b. Attending classes with people of your own age _____
   c. Program context i.e. topical seminars geared to adult students _____
   d. Program's courses offered at appropriate hours _____

10. HOW DID YOU HEAR ABOUT THE LIBERAL STUDIES PROGRAM:
   a. Newspaper Advertisement ___ b. Radio or TV _____
   c. Information available at place of employment _____
   d. Personal inquiries at T.U. _____
   e. From another student _____
   f. Other _____

11. REASON FOR ENROLLING IN LIBERAL STUDIES PROGRAM:
    a. Professional or career advancement ____
    b. Personal growth ____
    c. Company policy mandated obtaining degree ____

12. PRESENTLY ACTIVE _____ INACTIVE _____

13 NO OF HOURS PRESENTLY COMPLETED IN LIBERAL STUDIES PROGRAM:
    a. 4-45 _____ b. 46-90 _____
    c. 91-145 _____ d. 146 and over _____
    e. Graduate of the Program _____

14. SEMINARS COMPLETED:
    a. Social Science: 304 ___ 305___ 306 ____
    b. Humanities: 307 ___ 308___ 309 ____
    c. Natural Science: 310 ___ 311___ 312 ____

15. If Inactive in program, which of the following reasons most influenced your decision to withdraw:
    a. Relocation out of Toledo area ____
    b. Personal ____
    c. Family Obligations ____
    d. Financial ____
    e. Little or no CLEP credit earned ____
    f. Low grade point average ____
    g. Disappointment with topical seminars ____
    h. Inability to complete seminar papers ____
    i. Lack of sufficient number of electives in major area of interest ____
    j. Difficulty with Senior Thesis ____
    k. Dissatisfaction with program advising ____
    l. Availability of another college program more suitable to personal goals ____

16. Check here if you have Transferred to another University or College other than Toledo University: ____

17. Check one of the following if you have transferred to another program at The University of Toledo: ____
    a. Arts & Sciences ___ b. Business Administration ____
    c. Education ___ d. Community and Technical ____
    e. University College (individualized program, Criminal Justice or Information Processing) ____

18 . ADDITIONAL COMMENTS (Please comment freely)